

THE OHIO STATE UNIVERSITY  
OFFICIAL PROCEEDINGS OF THE  
ONE THOUSAND TWO HUNDRED AND EIGHTY-SIXTH MEETING  
OF THE BOARD OF TRUSTEES

Columbus, Ohio, October 2, 1992

The Board of Trustees met at its regular monthly meeting on Friday, October 2, 1992, at The Ohio State University Fawcett Center for Tomorrow, Columbus, Ohio, pursuant to adjournment.

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Minutes of the last meeting were approved.

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October 2, 1992 meeting, Board of Trustees

The Chairman, Mr. Barone, called the meeting of the Board of Trustees to order on October 2, 1992, at 10:05 a.m. He requested the Secretary to call the roll.

Present: John J. Barone, Chairman, Deborah E. Casto, John W. Kessler, Milton A. Wolf, Alex Shumate, Theodore S. Celeste, Michael F. Colley, George A. Skestos, Kristen Cusack, and Hiawatha N. Francisco, Jr.

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## **PRESIDENT'S REPORT**

President Gee:

Welcome ladies and gentlemen -- we are delighted to have all of you here today. I am particularly pleased to see so many of my University colleagues who will be presenting some information to you later regarding activities at the University, which are enormously important. This year -- and I believe that those that were in the Student Affairs Committee meeting already heard -- by many people's estimation, we have had one of the most successful opening weeks in memory. Some are attributing this success to the beautiful weather, others say it is because of the Buckeyes' stunning victory over Syracuse. And I must say that no one appreciated that victory more than I did -- with the possible exception of Coach Cooper, of course. As I told Bob Orr of WBNS at the end of the game, I couldn't wait to send back all those letters I had been receiving lately! That did buoy our spirits tremendously. But the real reason for the success of the start of this year is the extra effort and fine work of our faculty and staff members in preparing for the 1992-93 academic year.

Just before the quarter began, we celebrated Staff Appreciation Day, an opportunity for us to thank the members of our staff for their good work. A staff arts and crafts exhibit was held in Bricker Hall and a staff talent show was part of the festivities on the Oval. In the words of an administrative secretary who wrote to me after the event, "This event certainly lifted my spirits and those of many staff members who needed a boost."

We opened our residence halls on Saturday, September 19, and within only two days nearly 7,000 undergraduates were moved into their rooms. I spent a few hours that first day talking with students and their parents, and I was able to observe firsthand the truly remarkable job that was done. Better than my description are the words of Larry and Marti Hughes of Worthington in a letter they sent me after moving their daughter into Canfield Hall, "Frankly, we were expecting hours of waiting and gave ourselves 4 to 5 hours to do this.... Within less than 45 minutes, Laura was moved into her room. We were treated very courteously and efficiently. There were no lines and the organization by everyone was superb. ... Laura's resident advisor greeted us and talked with us for 20 minutes. We felt so secure leaving our daughter in your hands." Letters like that from parents are worth a great deal to us. And as a parent, I know that this is high praise, indeed.

For the first time in many years, a welcome convocation was held for new students. More than 3,000 students attended in St. John Arena. Professor Martha Garland gave them some very sound advice, telling them to sit in the front of every class. In that way, regardless of the size of the class, it is very small and personal. Coach Randy Ayers addressed the students and gave them some of the same advice he gives his student athletes -- avoid distractions, and, of course, remember why you

**PRESIDENT'S REPORT (contd)**

President Gee: (contd)

are at Ohio State. From the procession of the deans to the picnic that followed, it was a very successful event.

On the first day of classes, I visited several of the busiest offices on campus. At Fees and Deposits they had a large Scarlet and Gray banner reading "Welcome to Buckeye Country." The Office of the Treasurer was disbursing checks out of Drake Union, and their staff included another one of my look-a-likes! No wonder I get blamed for everything! Leonard Copeland, Assistant Treasurer, remarked that the people in his areas are committed to providing the best possible service because "this translates into increased time and energy for students to spend on their studies." And that was a quote from Leonard.

And study they will! Last month, Associate Provost Bob Arnold told this Board of the success of our efforts to reduce the number of closed courses. Our statistics were brought to life during the first week of classes when many of the college offices noted a considerable decrease in the number of requests for schedule changes. We still have a ways to go on the issues of course availability, but we have made, in my view, tremendous strides.

I would be remiss if I did not mention, as part of my report on the opening of the school year, that another very successful Farm Science Review was held at our Molly Caren Farm. A number of the Trustees joined us for a very successful luncheon hosted by the Vice President for Agriculture, Bob Moser. The exhibits at this outstanding farm show are both interesting and important to farmers and business leaders. What Ohio State exhibits through this event is its teaching, its research, and its service to agri-business and to the citizens of Ohio and the nation.

Coincident with the opening of the academic year was the opening of an important exhibit at the Wexner Center for the Arts. "Will Power" brings together outstanding contemporary minority artists who give expression to culture and tradition, some within the context of the quincentenary remembrance. As any academic arts center should, this exhibit challenges our assumptions and reinforces our commitment to issues of diversity in our society.

The pace has quickened across our campuses. I feel we have some momentum going into this Autumn Quarter. Despite the challenges of our fiscal problems, people have pulled together and found a number of ways to enhance this great institution. I know that the Board joins me in applauding this type of effort on the part of the people who are, after all, Ohio State.

I would just note, parenthetically, that each member of the Board has in front of them an outline of my speech that I will be giving tomorrow to the University Senate. It is very consistent with discussions that we have had regarding the mission, vision, and direction of the institution. I look forward to that speech and an opportunity to discuss with my faculty and staff colleagues throughout the university the future of this institution -- something that we will further discuss at our November meeting. Thank you, very much, Mr. Chairman.

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## RESEARCH FOUNDATION REPORT

Mr. Celeste:

I am pleased to report on the grants and contracts for the month of August received by The Ohio State University Research Foundation. At Tab 1 we see that the awards for the period July through August remain down about the same level as last month. This is due in large measure to fluctuations in the timing of some major awards. Some awards received last year were for multiple years, some awards were received in June instead of July, and others are being delayed.

At Tab 2 you will find expenditure summaries. It is noteworthy that expenditures for personnel are up over 12 percent, while other categories are lagging behind due to a temporary backlog in accounts payable.

Some projects of special interest that were funded in the month of August are listed in Tab 3. This week I had the pleasure of visiting the Biotechnology Center and you should have copies of their promotional brochures at each of your places. Dr. Kolattukudy, Director of the Center, who took me on a whirl-wind tour of the Center, has recently been funded by the National Cancer Institute to investigate the molecular basis of hormonally induced cancer. This project is only one of the many interdisciplinary studies at the Center involving faculty in other colleges. Each of the areas being studied has the potential to provide scientific breakthroughs with immediate real-life applications -- which is a pretty exciting thing going on at the University.

The National Science Foundation has funded Professors Noltz, Pearl, and Stasny in the Department of Statistics to develop a comprehensive package of multimedia materials for use in introductory statistics courses and made available nationally.

At Tab 4 is the list of all projects funded in August.

At Tab 5 are several tables comparing federal obligations for research and development at the Big Ten Universities, plus Penn State University. The first table compares data across several academic disciplines for FY 1990. In terms of total science and engineering funding, Ohio State ranked 6 out of 11. The second table compares data by federal agency. In addition, there are tables comparing fiscal year 1986 through 1990 for the more significant federal agencies. Comparable data for 1991 are not yet available from the federal government.

In reviewing this information it may be helpful to recognize that Ohio State, Michigan State, Northwestern, Penn State, Illinois, Iowa, Michigan, Minnesota, and Wisconsin have medical schools that contribute in a major way to funding in the life sciences. Indiana and Iowa do not have engineering schools, and only Ohio State, Michigan State, Penn State, Purdue, Illinois, Minnesota, and Wisconsin have an agricultural college. Also, there is a major interdisciplinary center at Penn State that accounts for about \$52 million.

Tab 6 includes a press release issued by University Communications highlighting recent research activity. This concludes my remarks.

**REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS**

Resolution No. 93-33

Synopsis: The reports on contracts, grants, and gifts and the summary for August 1992 are presented for Board acceptance.

WHEREAS monies are solicited and received on behalf of the University from governmental, industrial, other agencies, alumni, and various individuals in support of research, instructional activities, and service; and

WHEREAS such gifts are received through The Ohio State University Research Foundation, the Engineering Experiment Station of The Ohio State University, The Ohio State University Development Fund, and The Ohio State University Foundation.

NOW THEREFORE

BE IT RESOLVED, That the research agreement between The Ohio State University and The Ohio State University Research Foundation for the contracts and grants reported herein, and the acceptance of the reports from the Engineering Experiment Station, The Ohio State University Development Fund, and The Ohio State University Foundation during the month of August 1992 be approved.

Upon motion of Mr. Celeste, seconded by Ms. Casto, the Board of Trustees adopted the foregoing resolution by unanimous voice vote.

Summary

AUGUST 1992

<u>Source</u>	<u>7/1/91-8/31/91</u>	<u>7/1/92-8/31/92</u>	<u>August 1992</u>
The Ohio State University Research Foundation	\$ 30,489,194.20	\$ 24,735,909.17	\$12,978,891.17
Engineering Experiment Station	\$ 1,540,061.00	\$ 2,148,595.00	\$ 948,774.00
The Ohio State University Development Fund			
Establishment of Named Funds			
The Ralph W. Kurtz Chair Fund in Finance (Support the teaching and research of a chair)			\$ 312,500.00
The Doctors Ruth Beckey Irwin and Harry Power Irwin Fund (Used for scholarships, lectures, symposium and research in Speech Pathology)			\$ 119,243.60
The College of Medicine Distinguished Teaching Endowment Fund (Support the College of Medicine's Distinguished Teaching Award)			\$ 42,000.00

October 2, 1992 meeting, Board of Trustees

**REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS (contd)**

Summary (contd)

AUGUST 1992 (contd)

The Ohio State University Development Fund (contd)

Establishment of Named Funds (contd)

The Robert W. Ferguson Award for Excellence in Writing  
(Awards to journalism students)

\$ 30,000.00

The Eithel Bray Rose Scholarship Fund  
(Scholarships - Home Economics Education)

\$ 18,000.00

Vice President of Agriculture Discretionary Endowment Fund  
(Support for units within the College of Agriculture)

\$ 16,741.71

Change in Name and Description of Named Funds

From: The Margaret Speaks Vocal Scholarship  
To: The Margaret Speaks Vocal Scholarship Fund

From: Oley Speaks Memorial Scholarship Fund  
To: The Oley Speaks Memorial Scholarship Fund

The Ohio State University Foundation

Approval of Description and Establishment of Funds

The George and Edna Jaap Poultry Endowment Fund  
(Research support - Department of Poultry Science)

\$ 500,000.00

The J. Ray Waller and Lillian W. Waller Cancer Research Fund  
(Support cancer research)

\$ 500,000.00

The Dr. J. Martin Byers, Jr. Memorial Fund in Family Medicine  
(Foster and nurture rural medicine)

\$ 15,000.00

October 2, 1992 meeting, Board of Trustees

## **REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS (contd)**

### **THE OHIO STATE UNIVERSITY DEVELOPMENT FUND**

#### **Establishment of Named Funds**

##### **The Ralph W. Kurtz Chair in Finance Fund**

The Ralph W. Kurtz Chair in Finance Fund was established October 2, 1992, by the Board of Trustees of The Ohio State University, with gifts to The Ohio State University Development Fund from Helen C. and Ralph W. Kurtz (B.M.E. '23) for the support of the College of Business.

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be added to principal until the Fund reaches \$1.25 million at which time the annual income shall be distributed to the College of Business to support the teaching and research of The Ralph W. Kurtz Chair in Finance. The Chair shall be an internationally recognized scholar in Finance. Appointment to the Chair shall be recommended by the Dean of the College of Business to the Provost and approved by the Board of Trustees.

It is the desire of the donors that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees in consultation with the appropriate college dean, department chairperson, or program administrative officer in order to carry out the desire of the donors.

##### **The Doctors Ruth Beckey Irwin and Harry Power Irwin Fund**

The Doctors Ruth Beckey Irwin and Harry Power Irwin Fund was established October 2, 1992, by the Board of Trustees of The Ohio State University, with gifts to The Ohio State University Development Fund from the estate of Dr. Ruth Becky Irwin, retired Chairperson of the Division of Speech and Hearing Science, of Columbus, Ohio.

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be used for scholarships, lectures, symposium and research in speech pathology by the Division of Speech and Hearing Science. When scholarships are involved, scholarship selection shall be made in consultation with the University Committee on Student Financial Aid. The chairperson of the Division shall be responsible for the administration of the fund.

It is the desire of the donor that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees in consultation with the appropriate college dean, department chairperson, or program administrative officer in order to carry out the desire of the donor.

October 2, 1992 meeting, Board of Trustees

## **REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS (contd)**

### **THE OHIO STATE UNIVERSITY DEVELOPMENT FUND (contd)**

#### **Establishment of Named Funds (contd)**

##### **The College of Medicine Distinguished Teaching Endowment Fund**

The College of Medicine Distinguished Teaching Endowment Fund was established October 2, 1992, by the Board of Trustees of The Ohio State University, with gifts to The Ohio State University Development Fund from alumni and friends of the College of Medicine and through the leadership of Seth Kantor, M.D., Associate Dean, College of Medicine.

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be used to support the College of Medicine's Distinguished Teaching Award program and foster teaching excellence in the Medical Humanities and MEDPATH programs. Programs to be supported and distribution of the annual income shall be determined by the Associate Dean of the College of Medicine in cooperation with the Distinguished Teaching Advisory Committee and approved by the Dean of the College of Medicine.

It is the desire of the donors that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees in consultation with the Dean of the College of Medicine or program administrative officer in order to carry out the desire of the donors.

##### **The Robert W. Ferguson Award for Excellence in Writing**

The Robert W. Ferguson Award for Excellence in Writing was established October 2, 1992, by the Board of Trustees of The Ohio State University with gifts to The Ohio State University Development Fund from the estate of Robert W. Ferguson (B.S., Journalism '39) of Wheeling, West Virginia.

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be used to provide awards to journalism students for excellence in writing. Selection of the award recipients shall be made by a committee selected by the Director of the School of Journalism of The Ohio State University.

It is the desire of the donor that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees in consultation with the appropriate college dean, department chairperson, or program administrative officer in order to carry out the desire of the donor.

##### **The Eithel Bray Rose Scholarship Fund**

The Eithel Bray Rose Scholarship Fund was established 1992, by the Board of Trustees of The Ohio State University, with a gift to The Ohio State University Development Fund from James D. Irwin (B.S.Bus.Adm. '50) of Redondo Beach, California.



**REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS (contd)**

**THE OHIO STATE UNIVERSITY DEVELOPMENT FUND (contd)**

**Establishment of Named Funds (contd)**

**The Eithel Bray Rose Scholarship Fund (contd)**

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be used for scholarships and awarded to students majoring in Home Economics Education and teacher education specifically. This scholarship is not meant to assist the affirmative action programs of The Ohio State University. Students shall be selected by the chairperson of the Department of Home Economics Education in conjunction with the College of Human Ecology Scholarship Committee and in consultation with the University Committee on Student Financial Aid. Preference shall be given to categories of students who are under represented in the scholarship awards otherwise made by the Scholarship Committee and the Office of Student Financial Aid.

It is the desire of the donor that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees in consultation with the appropriate college dean, department chairperson, or program administrative officer in order to carry out the desire of the donor.

**Vice President of Agriculture Discretionary Endowment Fund**

The Vice President of Agriculture Discretionary Endowment Fund was established October 2, 1992, by the Board of Trustees of The Ohio State University with gifts to The Ohio State University Development Fund from the Siegenthaler family, with proceeds from the sale of their farm in Gallia County.

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be used to provide support for units within the College of Agriculture at the discretion of the Vice President for Agricultural Administration.

It is the desire of the donors that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees in consultation with the appropriate college dean, department chairperson, or program administrative officer in order to carry out the desire of the donors.

**Change in Name and Description of Named Funds**

**The Margaret Speaks Vocal Scholarship Fund**

The Margaret Speaks Vocal Scholarship was established July 12, 1985, by the Board of Trustees of The Ohio State University with a gift to The Ohio State University Development Fund from the family of Margaret Speaks (B.A. Arts '25), soprano, in her memory. The name and description were revised October 2, 1992.

**REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS (contd)**

**THE OHIO STATE UNIVERSITY DEVELOPMENT FUND (contd)**

**Change in Name and Description of Named Funds (contd)**

**The Margaret Speaks Vocal Scholarship Fund (contd)**

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be awarded on the basis of musical talent as follows: one-half of the annual income, or not more than \$5,000, shall be awarded to an Ohio State University School of Music female senior or graduate student who has demonstrated career potential in vocal music and either plans further study in graduate school, or pursues vocal training with a recognized teacher, or seeks affiliation with a professional music company. If there are no candidates for the award in any given year, the earnings are to be added to the principal. The remaining one-half of the annual income shall be used to provide a minimum of one full tuition scholarship per year to an undergraduate female voice major with the balance being carried over for the following year.

Recipients shall be selected by the Director of the School of Music and the appropriate music faculty, in consultation with the University Committee on Student Financial Aid, and as approved by the Dean of the College of the Arts.

It is the desire of the donors that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees after prior consultation with the family of John C. Speaks and the appropriate college official responsible for academic programs in the School of Music in order to carry out the desire of the donors.

**The Oley Speaks Memorial Scholarship Fund**

The Oley Speaks Memorial Scholarship Fund was established March 7, 1958, by the Board of Trustees of The Ohio State University with gifts from Madge Chaney Drake, Margaret Speaks Pearl, Charles Speaks, Stanford S. Speaks and John C. Speaks, Jr., the nieces and nephews of the composer, the late Oley Speaks. The name and description were revised October 2, 1992.

All gifts are to be invested in the University's Permanent Endowment Fund, under the rules and regulations adopted by the Board of Trustees of The Ohio State University, with the right to invest and reinvest as occasion dictates.

The annual income shall be used for scholarships in the School of Music or other departments of the creative arts at the University. Selection of the recipient(s) shall be made by the Director of the School of Music, in consultation with the University Committee on Student Financial Aid, and as approved by the Dean of the College of the Arts.

It is the desire of the donors that this fund should benefit the University in perpetuity. If the need for this fund should cease to exist or so diminish as to provide unused income, then another use shall be designated by the Board of Trustees after prior consultation with the family of Oley Speaks and the appropriate college official responsible for academic programs in the College of the Arts in order to carry out the desire of the donors.

October 2, 1992 meeting, Board of Trustees

**REPORT OF RESEARCH CONTRACTS, GRANTS, AND GIFTS (contd)**

THE OHIO STATE UNIVERSITY FOUNDATION

Approval of Description and Establishment of Funds

The George and Edna Jaap Poultry Endowment Fund

The George and Edna Jaap Poultry Endowment Fund was established October 2, 1992, by the Board of Trustees of The Ohio State University through funds received by the University from The Ohio State University Foundation, which has established an endowed fund with gifts designated for the support of the Department of Poultry Science from R. George Jaap, Professor Emeritus, Department of Poultry Science, College of Agriculture, The Ohio State University.

Income provided by the Foundation shall be used for research support dedicated exclusively to the advancement of the poultry industry, through programs in the Department of Poultry Science in the College of Agriculture at The Ohio State University.

The J. Ray Waller and Lillian W. Waller Cancer Research Fund

The J. Ray Waller and Lillian W. Waller Cancer Research Fund was established October 2, 1992, by the Board of Trustees of The Ohio State University through funds received by the University from The Ohio State University Foundation, which has established an endowed fund with gifts designated for the support of The Arthur G. James Cancer Hospital and Research Institute from the estate of J. Ray Waller.

Income provided by the Foundation shall be used to support cancer research in The Arthur G. James Cancer Hospital and Research Institute as approved by the Director of The Arthur G. James Cancer Hospital and Research Institute and the Vice President of Health Services.

The Dr. J. Martin Byers, Jr. Memorial Fund in Family Medicine

The Dr. J. Martin Byers, Jr. Memorial Fund in Family Medicine was established October 2, 1992, by the Board of Trustees of The Ohio State University through funds received by the University from The Ohio State University Foundation, which has established an endowed fund with gifts designated for the support of the Department of Family Medicine within the College of Medicine from Dr. and Mrs. James M. Byers, III (M.D. '70), Tucson, Arizona, and other family and friends in memory of Dr. Byers' father.

Income provided by the Foundation shall be used to foster and nurture rural medicine through the Department of Family Medicine. Initially, as resources become available, income shall be used to support a rural health initiative with educational components placing students, residents and fellows in the rural setting with rural preceptors. As sufficient funds become available to adequately support the preceptor's component, the income shall also support the faculty director position in the Department of Family Medicine's rural health program. Any unused income shall be returned to the principal to promote the fund's growth. Should the funding level reach that required to support a professorship, the fund shall be so named and the income shall be used to support a distinguished professor in the Department of Family Medicine as recommended by the Chairperson of the Department of Family Medicine and the Dean of the College of Medicine to the Provost and approved by the Board of Trustees.

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### **HOSPITALS BOARD COMMITTEE REPORT**

Mr. Celeste:

On September 24 the Professional Affairs/Education/Research Committee opened its meeting with an executive session review of quality and resource management data. Dr. Tom Reilley reported on quality indicators and opportunities for enhancement of patient care in the critical care units. Dr. William Bay reviewed hospital-wide quality indicators and the goals that had been set for the past fiscal year. Dr. Bay discussed development of treatment guidelines so that the care process for various diagnoses and procedures is consistent, provides optimal quality, and utilizes resources appropriately.

In open session we received reports from the Medical Director and Chief of Staff. Ms. Judy Gilliam gave a comprehensive overview of nursing at University Hospitals and Tom Kylo reported on the recently revised federally mandated standards for clinical laboratories. Reed Fraley provided an update on the Hospitals' Human Resources, including licensure and certification, vacancies, turnover, performance appraisals, and compensation adjustments.

The Executive Committee also met on September 24. Dr. Charles Bush gave a detailed progress report on development of an integrated physician practice and a single billing system. Richard Schrock presented the August financial statement and a preliminary report on audit adjustments. This concludes my report, Mr. Chairman.

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### **STUDENT AFFAIRS COMMITTEE REPORT**

Ms. Cusack:

Good morning. I'm very pleased to report on the very positive meeting that we had in Student Affairs this morning. First we had a report from Joanne Markiewicz, Associate Director of Residence and Dining Halls. She provided information on occupancy statistics over the past ten years, and modifications made for the capacity for Autumn Quarter 1992.

Occupancy has been reduced in the Olentangy area by 50 percent and in the north area by 34 percent. Several of the 3 to 4 person rooms in the south area have been converted to double rooms. This reduction in occupancy has been very popular among the students, and provides more privacy and additional space.

The Honor's Living/Learning Program, formally housed in Taylor Tower, has now expanded onto several floors in Lincoln Tower and Bradley Hall. Two new special living/learning programs were added for the 1992-93 academic year -- the African-American Living/Learning Program and the Wellness Program. The Wellness Program, for those of you who don't know, consists of students who have agreed not to use tobacco or alcohol on the floor and then they participate in wellness programs. Both of these new programs house over forty students and the feedback so far has been very positive from students, faculty, and staff.

### **STUDENT AFFAIRS COMMITTEE REPORT (contd)**

Ms. Cusack: (contd)

Over 550 student volunteers joined staff and residents from Residence and Dining Halls, OSU Public Safety, Stores Department, Campus and Community Relations, city and county police departments, and The Ohio State University Parent Association, in a very well orchestrated effort to welcome and move in over 7,200 residents on Saturday, September 19. From all the reports I have received, it went extremely well and was a positive experience for everyone.

After our report on Residence and Dining Halls, John Hilbert from the Undergraduate Student Government brought up the reoccurring theme of parking problems for students. Also, some of his other concerns included: the EMS service, the problem with off-campus housing, including cost and conditions, and the concern with what is happening with the new Student Union. He was also happy to report -- in vain of our positive attitude this morning -- that all of those concerns are being addressed currently by the University, which is a great thing to hear. John did report that the general attitude of students on campus is very positive and upbeat. He felt the fantastic way the closed course issue was handled deserves a lot of the credit for students' positive attitudes around campus this year. USG is also at the end of Voter Awareness Week, which is going extremely well. They are getting a record number of students registered to vote to make their voices heard.

Karen Duncan of CGS also expressed concern with traffic and parking, and the safety and cleaning of the south campus residence halls where a lot of graduate students live. She also wanted me to mention the new master schedule. It was done in a different format this year and was really well received -- it made a big difference.

Greg Gorospe of the Interprofessional Council attended his first meeting to update us on what is going on with IPC. IPC seems to be up and running this year with a great deal of new organization and it seems to be working very well so far. He also mentioned the problem with parking for professional students and IPC's need for secretarial support.

Overall, the prevailing mood on campus seems to be very positive. That concludes my report.

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### **INVESTMENTS COMMITTEE REPORT**

Amb. Wolf:

The Investments Committee met this morning and reviewed the monthly Endowment Summary Report for the period August 21, 1992 through September 18, 1992. I am pleased to report that the market value of the Endowment Fund on September 18, 1992 was \$414.7 million. This total was approximately \$7.3 million above the August 21, 1992 market value and represents an all-time high. The market value of the equity portion of that Endowment Fund increased \$7.4 million and the fixed income portion increased \$150,000 during this reporting period. I am

October 2, 1992 meeting, Board of Trustees

### **INVESTMENTS COMMITTEE REPORT (contd)**

Amb. Wof: (contd)

pleased to report, also, that net new additions to the Endowment Fund for September totalled \$812,000.

Since July 1, 1992, the Endowment Fund has increased in market value over \$12.7 million, which included net new additions of \$1.5 million. That means that the market value, not counting the new additions, was up about \$11.2 million. The current asset allocation for the Endowment Fund is 57 percent invested in equities; 27 percent invested in fixed income securities; 9 percent invested in real estate; and 7 percent invested in cash or cash equivalents. We will be holding our annual review of the Endowment Fund's fixed income advisors this afternoon from 12:00 noon until 4:00 p.m. And a report on that review will be presented to the Board at the November meeting.

Finally, the Committee heard a presentation on The Ohio State University Foundation. As of June 30, 1992, the Foundation's market value was \$18.5 million. The Endowment Fund, as you may know, invests about \$15 million of that \$18 million for the Foundation. That concludes this report, Mr. Chairman.

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### **AGRICULTURAL AFFAIRS COMMITTEE REPORT**

Mr. Colley:

The 1992 Farm Science Review, which is Ohio's largest outdoor education exhibition, broke attendance records this year with 129,850 visitors -- arriving by 895 buses, 41,910 cars, and 177 private aircraft. The highlight was an opening day luncheon and Ms. Casto, Mr. Celeste, and I were privileged to hear Dr. Gee and Dr. Moser address an audience of 400. Earl McMunn, Roland Leeper, and James Yingling were inducted into the Farm Science Review Hall of Fame.

Mr. Chairman, that concludes my report.

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### **ACADEMIC AFFAIRS COMMITTEE MEETING**

#### **PRESENTATION ON FACULTY WORKLOAD ASSESSMENT**

Mr. Kessler:

We are pleased to have the Academic Affairs Committee meeting with the full Board this morning. We think we have developed an agenda today that will be of interest to all of you and so we appreciate you being here for our Committee. I would like to call on Provost Joan Huber to introduce our agenda. Joan --

October 2, 1992 meeting, Board of Trustees

## **PRESENTATION ON FACULTY WORKLOAD ASSESSMENT (contd)**

Dr. Joan Huber:

Thank you, Jack. Mr. Chairman and members of the Board, I would like to introduce Professor Nancy Rudd, Associate Provost in the Office of Academic Affairs, and turn the meeting over to her.

Professor Nancy Rudd:

I am very pleased to meet with you this morning on a topic that I know is very much on your minds, on the minds of the Governor and the Legislature, and on the minds of the general public -- faculty workload. What we are going to do today is provide you with a little more background beyond what you received in your agenda materials -- with respect to what we mean by faculty workload policy and what the Office of Academic Affairs will actually be doing this year with respect to developing such a policy. I also have some faculty members with me who are willing -- and actually quite delighted -- to talk with you about what they do as faculty members.

There are actually several benefits to developing a faculty workload policy that have led us to decide that we are going to do this, beyond responding to public pressure and to the recommendation that is in the State-wide Managing for the Future Task Force. One of those benefits -- and this is a benefit to faculty themselves -- is that it enables faculty to know exactly how and why work is being distributed in a particular way within their department. Another benefit, which I am sure you will resonate with, is that it provides a mechanism for assuring that all faculty carry their fair share of the workload. The third benefit -- which, I think, is particularly important now given public concern about faculty workload -- is that it does provide a mechanism for monitoring a workload and for generating statistics with respect to how much faculty are teaching.

What is a workload policy? It basically is a policy built around course assignment. For example, a policy will say what the minimum and maximum course load assignment is for a particular department, what an average course load assignment is, and how that assignment will vary given department-sanctioned activities with respect to research and service for individual faculty members.

Some departments and colleges in the University already have policies. Whether they will fit exactly the kind of criteria that we are going to ask departments to meet, with respect to these policies, remains to be seen. But this is not something brand new. Our goal is to have all departments -- or in some cases colleges, which may choose to deal with this at the college-level -- have these policies by the end of the year. In order to accomplish this, the Office of Academic Affairs will try to have its guidelines for departments in place by the end of this academic quarter, so they can begin to work on these policies Winter Quarter. They will have them approved by deans and the Office of Academic Affairs by the end of the academic year, and then they will be implemented for the next academic year.

Today I have some faculty with me, as I indicated, to talk with you about their workload: Jennie Nickel, Associate Professor from the Department of Family and Community in the College of Nursing; Susan Fisher, Associate Professor in Entomology; and Randy Smith, Associate Professor in Geography. A fourth person, Professor Bruce Bursten from Chemistry hopes to join us before the session is over, but he is teaching right now. I am sure you didn't want him to

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Professor Rudd: (contd)

leave his class, and, indeed, Susan has to leave before this session is over because she has to teach. I might add that I am tired today, because I taught last night.

President Gee:

Nancy, a couple of things -- I think to make this discussion a little bit more meaningful for everyone -- I hope our colleagues wouldn't mind if people just chimed in with questions. I know that Mr. Shumate had a question for you. And anyone else who wants to grill Nancy, it is a welcome change for us.

Professor Rudd:

We do want to keep this informal and while these individuals have been asked to prepare some very short comments, I have told them that at any point they might have to stop talking and answer questions. So we are at your service. Do you have any questions for me?

Mr. Shumate:

You mentioned that several departments currently have policies. Approximately how many departments are there and how many departments currently have workload policies?

Professor Rudd:

There are approximately 122 departments in 19 colleges. I don't know the answer to your question on how many departments currently have workload policies, but I am currently in the process of finding out. I am aware of two colleges and two departments that have such policies. I suspect that with respect to departments the number is much higher than that, but I don't know at this point. I have asked one of my staff members to survey departments to find out.

Mr. Shumate:

Thank you.

Professor Rudd:

With that brief introduction, I would like to turn to the faculty. I have asked them to be brief -- knowing that you will want to ask your own questions. Each of them will highlight something they particularly want you to know about. Do feel free to chime in with questions at any point.

I am going to ask Randy to start, because Randy was on the State-wide Task Force for the discussion of faculty workload issues, which was attached to the State-wide Managing for the Future Task Force. He has had occasion to think about workload well beyond the fact that he works about a 70-hour week most of the time.



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Professor Randy Smith:

I appreciate the opportunity to be here today. Nancy has asked us to really just focus on two main components, and I gather that each of you has a one page sheet from each of us. So let me just walk my way through this for a couple of minutes.

One of the responsibilities that we felt we needed to address in the state-wide issue on faculty workload was to simply inform other people what the components of our actual workload are. You will notice at the top of my sheet that there are three categories: instruction, research, and service. When I came to Ohio State, and during every annual review process, it is these three components of my record that are evaluated. That goes on every year.

So for me what instruction means is five courses each academic year to a total of about 300 students. You can see that I teach four general education curriculum courses totalling near the 300 themselves. I have two big classes of 100 students each that are primarily freshmen and sophomores; I have two upper-level classes that are primarily juniors and seniors; and I have one graduate-level class, which is typical in our department, and that may have ten graduate students in it. So of my 300 or so students, really all but ten of them are undergraduate students. I have the balance between freshmen and sophomores and juniors and seniors.

I also serve in an instructional capacity as the coordinator for our big 200-level course. That means that I oversee nine or ten other sections of the class beyond the ones that I teach -- nine other professors or senior graduate students and about 800-900 students. When something goes wrong in another section, it is my phone that rings. In addition to that kind of undergraduate work, I currently have three Ph.D. students, one M.A. student, and one undergraduate honor's advisee as part of my teaching load. So that is what instruction means in terms of my workload each year. And the five courses never vary. They may not be exactly the same five courses, but I have a five-course load as does everybody else in my particular department.

On top of that the other element of my responsibilities is research. My main area is urban geography. I am particularly interested in the quantitative analysis of the linkages between urban growth and economic development. I am also interested in -- and have been fairly active in recently -- geographic education. This is the identification of basic concepts and methods to help bring geography back to the K-12 curriculum. I have been working the last couple of years with a lot of Ohio teachers, helping them in terms of bringing geography back. I am also currently working with about \$160,000 in grants for my research work.

Now, I tie research and instruction together as most faculty do, and so the work that I am doing in my own area, urban geography, gets translated into my urban geography class. It also gets translated as I work with my graduate students on a one-to-one basis throughout the academic year. On top of that it is service, which is the third component of my record.

The longer you are at Ohio State and the more you become involved in activities, the more likely you are to become more heavily involved in service. I have a service record that deals at the state, university, and department levels. Let me give you a couple of examples: I am Co-Chair of the State-wide Committee on

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Professor Smith: (contd)

Transfer and Articulation, that is the committee that is making it easier for students to move from one institution to another and transfer credits. At the university-level this year, I will chair the Council on Admission and Registration; and in my department I serve in several capacities elected to different committees.

Those are the basic components of my workload. They are the things that I was told I would have to do when I came here, and they are the things that I am evaluated on every year when I meet with my chairperson. That translates itself into what you see at the bottom of the sheet. It is interesting that someone would actually ask you to do this because you aren't normally sitting around counting up hours of different kinds of activities, but it is interesting to actually apportion your workload the way that we were asked to do. Over half of my time this quarter -- about 35 hours -- is given over to instruction. I am in the classroom 8 hours, I have 4 office hours, I have course preparation and grading to do, undergraduate advising to do, and graduate advising. These are all part of the instructional mission. So well over 50 percent of my time is in instruction in some way.

My research involves collecting and analyzing data, typically census data; it means reading and writing my research papers; revising papers that come back that I have sent out that need revision; and also reviewing papers and proposals. Because faculty at Ohio State are well known for their research record, they are asked to review other people's proposals and papers. That takes time if you take it seriously. So another block of time goes into research.

Then for my service commitments, I probably spend about six hours a week in full committees. Then because I chair a couple of committees, I spend another six or so hours preparing for them and getting materials ready to go. So on a typical full week, say in Autumn Quarter 1992, my workload could be as high as about 60 hours per week. In another quarter when the makeup of my workload will change a little bit, it might be 50-55 hours. But it is typically a 50-60 hour per week workload.

Professor Rudd:

Do you want to ask Randy any questions?

Mr. Celeste:

Where would your time spent coordinating the 200-level course go in this little chart?

Professor Smith:

I put it into instruction. Because what it means is that I have to go out and visit the classes of other people who are teaching, particularly senior graduate students. I could put it under service, but it really goes under instruction.

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Amb. Wolf:

These reports that we are hearing are they based upon a nine-month year, ten-month year, or what?

Professor Smith:

I am a nine-month faculty member.

Amb. Wolf:

And the other three months?

Professor Smith:

Keep in mind that with about 50-60 percent of my time going into instruction throughout the year, the other components that I have, particularly research, need to be fitted into other times when I am not in front of the classroom. During the regular academic year, that is evenings and weekends back in the office working. For me the summer quarter is typically my research quarter, but it is not as if that is all I am doing throughout the summer. Other sections of my 200-level class are being taught in the summer and I have to continue to coordinate them. Although I am on a 9-month contract and using most of the summer months for my research, I am back in classes again throughout the summer monitoring other peoples' teaching. My committees also continue to meet throughout the summer. Even though I am on a 9-month contract, I am working more than nine months during the year.

Mr. Skestos:

The important thing is that you get paid on a 9-month contract and there is another that is an 11-month contract. Isn't that right?

Professor Smith:

Yes.

President Gee:

I might note that my office happens to be on the second floor of Bricker Hall and Geography, where Randy resides, is on the first floor. I am certain that I can say this about Susan or anyone else, but I come in on weekends very often because I am paid to come in on weekends -- recovering from whatever we are doing -- and Randy is very often there.

One of the things that he didn't talk much about -- which I think is one of the most important things that Professor Smith does -- is that he is developing a state-wide program for teaching geography in the public schools. This is an enormously important concept. He spends a lot of his weekends bringing people in from around the state -- other teachers of geography, from the university, college and high school levels. As you know, the issue of our sense of geography -- most people, as I point out, know Michael Jordan but they don't know Amman, Jordan.

**PRESENTATION ON FACULTY WORKLOAD ASSESSMENT (contd)**

President Gee: (contd)

Randy is trying to correct that in this state -- we desperately need that type of work with the public schools. So, again, his is really a very full schedule and I observe it personally.

Professor Rudd:

Susan --

Professor Susan W. Fisher:

Good morning, everyone. I guess the Governor seems to be in somewhat of a carnivorous mood these days when it comes to higher education and that is the result of several difficulties. One is the lack of money, but also the perception that faculty just don't teach enough or perhaps we don't even work hard enough at all.

I think my own case may be illustrative of what the Governor considers to be the problem. When I came to OSU in 1981 I was assigned to teach four courses per year. As my research obligations grew over the intervening decade, my formal teaching obligations dropped to about two courses per year. So you are entitled to ask, certainly, what is it I do with the rest of my time?

Well the big mitigating factor in my schedule are my research obligations. You have a document in front of you summarizing most of those. I currently have two major research interests and they are: determining the fate of chemicals in the environment and the control of zebra mussels. Both, I think, are directly relevant and beneficial to the citizens of the state of Ohio.

Currently, I am the principal investigator for a total of eight federal and industrial grants totalling somewhere around \$1.6 million. Among other things, I am able to employ 11 Ohioans with that money. Now the research under these grants involves a number of different collaborative efforts, both inside and outside of OSU. You have a summary list of those things. I might mention, in particular, my research with Dr. Pierre Robitaille in the Department of Radiology. We are using magnetic resonance imagings to look at the internal portions of zebra mussels. This is a technique normally used for the diagnosis of human disease and we've expanded its purview somewhat to include zebra mussels. We are also doing electrocardiograms on zebra mussels with colleagues in Veterinary Medicine, and most days we have to wonder if a Proxmire award can be far behind.

Probably the most important aspect of my research is my work with students. Currently, I have 12 graduate student advisees -- that constitutes 8 Ph.D. students and 4 master students. I also advise and support 2 post-doctoral researchers. These people are the backbone of my research effort, and that has been quite productive. This year alone we are going to submit ten manuscripts to the top journals in my field. Each manuscript is about forty pages long, so that is 400 pages, or basically a book, every year. I have given 18 invited papers and seminars during the past year, and three of them were prestigious Sigma Xi lectures, which is the scientific honorary society. My students and I have also contributed 15 papers to international scientific meetings over the past year.

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Professor Fisher: (contd)

The student advising takes an enormous amount of time. This time is spent on one-on-one interactions with the students where we try to challenge the students to develop hypotheses; encourage them to explore new methods of testing those hypotheses; and basically help them acquire the capacity to distinguish between good science and bad science. Unfortunately, this is a very slow process. You have to allow time for the students to make mistakes, but the importance of that process cannot be overstated. It was one such mistake that resulted in our discovery that potassium can kill zebra mussels, and we have gotten several hundred thousand dollars in grant money to explore that "mistake."

We don't really have a name for this process other than calling it student-advising, but I would tell you that it is teaching and we do an awful lot of it. In any given week I probably spend 20 hours talking to my graduate students, and that is exclusive of the time I spend with my colleagues in these interdisciplinary efforts. Now it would go a lot faster and I would be a lot more efficient and productive if I could just higher technicians and post-docs to do this work. But if I did that, I should be working at Dow or DuPont. The critical and fundamental difference between industrial and academic research is graduate students and the teaching we do with them. So if we include that teaching effort in with my formal teaching effort load, I probably spend 30-35 hours a week teaching.

That brings me to the issue of workload in general. For the past few years, I have been putting in between 50-60 hours per week. During 1992, the average was much closer to 60 hours. I do confess I took 36 hours off during the month of April to have a baby. And although I had --

President Gee:

How many hours?

Professor Fisher:

Thirty-six. That was my time in the hospital.

President Gee:

That flew past me!

Professor Fisher:

Was that too much?

President Gee:

We'll have to talk about that!

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Professor Fisher:

O.K. I did have eight months worth of sick leave stored up, but, unfortunately, I had to start coming in part-time after a week. Within two weeks I had to give a paper in Nashville, and I was back full-time within 3 1/2 - 4 weeks. During May to September -- this is my off quarter on a 9-month appointment -- I spent three to four days a week travelling to various research sites around the state. Also, since it took two days a week to handle what was happening in Columbus, inevitably one of my weekend days went into OSU, which I was happy to do. But the point is, I think, we are all working pretty hard. We are trying to do more with less, but unfortunately there are only so many hours in a week and this is how we allocate them.

President Gee:

I might note -- this is interesting -- Susan is being very modest -- the problem of the zebra mussel is a \$14 billion problem for the state of Ohio. That is the impact along the shore of Lake Erie. Susan, with a very modest investment by University resources and state resources, has made a dramatic impact on that business. If we were to pay Susan -- as we would in the private sector -- some kind of a bonus for money she has saved the state of Ohio, she could take 36 years off to have a baby or anything else she wanted to do. This work is enormously important and has a direct impact on the quality of life and, more importantly, on the business activities of this state. I think, Susan, it would be interesting for you to explain your research and the mistakes that were made, which led to the discoveries you've made.

Mr. Skestos:

I wanted to ask you a couple of questions about teaching. Your teaching is a little different than Randy's. You're teaching more on the graduate-level in the research facilities, and you are working with these graduate students, so that is obviously teaching, too. You are enhancing them by participating with them. You mentioned that you are now teaching two courses per year, are those freshmen or graduate courses?

Professor Fisher:

I alternate years with two graduate-level courses, and my other regular assignment is a Biology 597 course, which is an undergraduate audience.

Mr. Skestos:

You teach that twice during the three quarters?

Professor Fisher:

I teach Biology 597 once per year and then I teach one of the graduate-level courses also during the same year. So that is two courses per year.

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Mr. Skestos:

O.K. And how many graduate students do you have working with you in your research?

Professor Fisher:

Twelve students.

Mr. Shumate:

Susan, both you and Randy -- and maybe all of the speakers will get to this -- really raise the issue of how we define teaching or instruction. I think part of the misconception that has developed recently is that many people look at teaching and instruction as just the time in the classroom, but it really has a much broader definition. Do either one of you want to expand on that?

Professor Fisher:

I would have to simply agree with your statement -- that we teach every time we sit down with a graduate student, go through the data, and try to make sense out of what was done. To be honest, 90 percent of the time we are trying to figure out what went wrong and how we can correct it. I don't know what other label you could put on that besides teaching. Since I spend an awful lot of time doing that, I feel like I am contributing a lot to the art of teaching.

Professor Smith:

I will agree with that, particularly when you are dealing with large numbers of undergraduates in a class. This quarter for example I teach from 8:00 - 9:30 a.m. in a big introductory course. To go into that class -- and there is a full range of students in there from first quarter freshmen to graduating seniors -- most of them are freshmen and sophomores. Even if you are teaching that class on a regular basis every quarter, there still is a considerable amount of preparation going into getting ready for that class each day. You change the class as you go from quarter to quarter, because you don't necessarily teach the same thing all the time. There is a lot of preparation going on, and a tremendous amount of follow-up. You have 100 students for whom you are the principal instructor and they need a lot of follow-up -- whether it is grading their papers and getting them back quickly or whatever. So just to focus in on how many hours you actually are in the classroom each week is really doing a disservice to the teaching function. Teaching includes so many other components that most people wouldn't know anything about.

Ms. Cusack:

Do you feel that trying to get too much research done, or doing too many of those kinds of things, takes away from the time you spend on classroom activities and with students?



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Professor Fisher:

I would have to say in all honesty -- yes. It was particularly acute when I was teaching a Biology 101 class with 500 students in it. If only 10 percent of the students wanted to see me any time during the quarter, then that soaked up a significant period of time. At times the logistics could be daunting. As always, and with most jobs, we are trying to achieve a balance and we do the best we can -- which is not to say we couldn't do better.

Professor Smith:

You have to accept that point, I think, often grudgingly. It takes awhile to accept it. In the beginning you want to be doing all things at all times for all people, and it just doesn't work that way. If you have a big teaching assignment in a particular quarter, as I do this quarter for example, that means something else is going to give somewhere. It is up to me, in terms of my faculty responsibilities, to make sure that what gave this quarter gets picked up again in another quarter when my teaching responsibilities might not be as heavy. Once you are on the faculty awhile, you learn how to start balancing these more effectively. But I think it is an appropriate question and a valid one.

Mr. Skestos:

As I am listening to both of you speak, you are teaching me a little bit about teaching. In other words, teaching is not necessarily just going into the classroom where you have 20 or 30 or 50 students. You can be teaching, obviously, in research -- because there you are educating and developing graduate students so they themselves can go out and hopefully do some of the things that you are doing now with other students. So, really it depends upon the course, the type of course, and what activity within that field that you are doing. Whether you are in the classroom or laboratory, you are still teaching in many cases.

President Gee:

George, I think that is one of the hardest concepts that we have to get across in the University setting. I often use as an analogy -- we have had an ongoing discussion with our students regarding the issue of semesters and quarters. Well we certainly have had it with our faculty, and I can say that that is split. We have decided not to pursue that as aggressively, simply given our budgetary problems. Our students are strongly in favor of the quarter system, because that is what they have known their whole lives. So very often when people think of teaching they think of it within the four corners of public education. This is not to detract from public education, because they do a very important teaching function. But their responsibility is simply to pass on knowledge in some appropriate way and to stimulate young minds.

You have to understand that 80 percent of the basic research in this country is done at universities. We are not the Japanese, we are not the Chinese, we are not the Russians, we are not the Germans -- where they have these research activities that take place in centers and institutes that are not based in universities. Eighty percent of the basic research in this country is done in universities -- 80 percent of that research is done at 50 universities. So we have 3,600 colleges and universities

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President Gee: (contd)

in this country and almost all of the creative activity in this country takes place within a small confine of about 50 universities -- of which Ohio State is one of them.

So when you think of teaching in this University, you have to think of it in the context that we have a double responsibility in terms of the national commonwealth. One is the creation of knowledge, which takes place in Susan's laboratory and Randy's geography program as he is working with these students, and then passing it along.

We need to work very hard to get people to understand that if we are going to be competitive as a nation, someone needs to come up with new ideas. It is the issue of that teaching with those graduate students that stimulates that. So my view is fundamental teaching -- because it is the creation of knowledge and then the passing of that knowledge -- that is so enormously important and fundamental to the enterprise.

I also use the analogy that if we only judged a preacher by the time he spends at the pulpit, he doesn't work very hard -- or legislators by the time that they spend on the legislative floor, they are not working very hard -- or university presidents by the time they spend at university trustees' meetings, they are not working very hard. But as you well know as a trustee, there is all that comes in and then goes out which is all a learning and a teaching function. We need to do a good job at explaining this. Again in the confine of those 50 universities, this is where the future, in terms of the creative spirit, is being developed. If we lose that, we lose our capacity to compete.

Ms. Cusack:

I just want to say that I thought Randy brought up a really good point about a faculty workload policy, when he talked about balance. I think that is the important part right there. If the research is taking away from their time to work with students, that is where the problem is. The timing and balance are the most important --

President Gee:

That really is what Nancy and everyone is looking at -- how do we bring about that balance so we don't lose that competitive edge? But, also, that the student is the primary focus of that passing of knowledge side which comes from the creative side, so that the two of them combine better.

Mr. Celeste:

Isn't there a secondary issue? We are talking about what constitutes teaching. Another concern of folks -- looking from the outside or sending their kids to school - - is who is teaching? One of the issues would be -- Randy, for instance you are coordinating 8 or 9 classes -- who is teaching those courses?

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Professor Smith:

About half of those courses are taught by faculty in our department and the other half are taught by our senior Ph.D. students. I can speak just from the point of view of my own department, but we have had a policy in our department that all faculty are involved in all levels of teaching. We have always been quite proud of that as a department. I am at the associate rank and I am teaching this level -- so are assistant professors, and professors who have been in the department for 20 or 30 years. So the whole range of us are teaching virtually at all levels. In that particular case, about half are faculty and half are senior Ph.D. students.

Dr. Jennie T. Nickel:

Nancy suggested that I enter the discussion regarding the integration of teaching, research, and service. I will also discuss who is teaching the classes. I am Jennie Nickel and I am with the College of Nursing. I have been here six years and I, like all the faculty members in the College of Nursing, teach undergraduates as well as graduates.

We have an undergraduate level course taught every quarter of the year that has 45-50 students per quarter. They are all out in the community working with about 35 different agencies. This business of trying to find clinical placements for each student -- two clinical placements each quarter -- really drives a lot of what we do as far as research and service as well.

I would like to give a couple of examples of this: one has to do with what you see on my handout -- the research on pediatric immunizations. I did bring the article that was in today's Dispatch. Believe me this was coincidental, we did not do this intentionally.

We did the research that was drawn on in this article, in terms of detecting the immunization level of two-year olds in Franklin County. We did the initial survey of mothers of two-year olds, and also an additional study was done by the Ohio Department of Health looking retrospectively at immunization records of children at school entry. The point that I wanted to make was we came into this from the research dimension. It was initially a project funded for Steve Loebs in Hospital and Health Services Administration. He asked Pam Salsberry and I, in the College of Nursing, to do the piece on pediatric immunizations. We decided we would go ahead and survey these preschoolers -- we didn't think that they were getting what they needed to have. We used some of the masters students to help us conduct this survey and we were shocked at what we found. The service dimension comes into play now because the Health Department used this information to get funding for a mass immunization campaign to try to get our preschoolers immunized. We will come back in now, using our undergraduate students to staff some clinics. So I think that is an illustration of how research, education, and service can all work together and build on each other. We will also use the study design with our graduate students in terms of trying to help them understand how we do this kind of work in reality.

As far as who is teaching our students -- in the theory piece we have tenured faculty, or faculty on the tenured track, doing all of the lectures. We have graduate students doing much of the clinical supervision in the community agencies, strictly

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Dr. Nickel: (contd)

because we have them out in so many places: doing home visits; working in clinics; working in industries; and working in schools. We are then able to use our graduate students, all of whom are registered nurses and baccalaureate graduates, in small groups to give our students some extra clinical supervision. That is the way we operate in the College of Nursing.

Professor Rudd:

Any other questions for these people? Bruce has now been able to join us from his class. Bruce --

Dr. Bruce E. Bursten:

I apologize for being late, but I bring you greetings from 60 extremely bright freshmen in honors general chemistry. When Nancy approached me about this and I saw I had the class conflict, I told her that my students were more important than the Board of Trustees, but that I would get here late.

I don't know what Randy said and I only heard part of what Susan said, but I can echo some of their thoughts. I am from the Department of Chemistry and I want to make the point that the Governor's misinformation notwithstanding -- we are a nationally and internationally renowned department. Some of us were very sensitive to the editorial in The Dispatch some months ago.

The typical classroom teaching load in the Department of Chemistry is one course each quarter per faculty member. One gets very use to answering questions from alumni and friends who happen to have gone to Ohio State that say, "What do you do with your other 37 hours a week when you are only in the classroom for three hours a week?" And my usual response is, "God, I only wish it were 37 hours a week that I had!"

As you can see by my breakdown, which is reasonably accurate, it is very hard to come up with good numbers since the activities that we do are so varied. There is a lot of our activity that is involved in teaching that is outside the classroom. I have the feeling that I am just repeating what my colleagues have said. Classroom teaching is a great joy. I think that anybody who becomes a faculty member at a university must love to teach in a classroom -- that is obviously one of the goals that we want to achieve. People that don't want to teach in the classroom, probably shouldn't be faculty. That is one of the problems, I think, that face us. There is a misperception, I think, among a lot of people that "professor" is just a name given to a teacher who happens to work at a college or university. I think there is a lot more to that. Dr. Gee made the point about knowledge and, I think, that is what really ties us together -- the deep love of knowledge -- both the uncovering of new knowledge and the dispensing of old and new knowledge. That is what we try to do.

Currently in my lab I have a junior chemistry major who was a student of mine in honors general chemistry two years ago. He got interested, he got excited, and he wanted to do undergraduate research. He is doing great stuff with computer graphics in chemistry right now and this is even before he has had the courses that

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Dr. Bursten: (contd)

really he should have had to do this work. He is just enthusiastic and bright enough to do this.

We have a first-year graduate student who came out two summers ago from Trinity University. He spent the summer doing research with us under the auspices of our research experience for undergraduates program that we have in the Department of Chemistry. He was subsequently awarded a National Science Foundation predoctoral fellowship and chose to come to Ohio State over Berkeley, Stanford, Cal-Tech, and Chicago. That is what we like to see happening.

In terms of my activities -- I love teaching and I love research. You have undoubtedly heard about the linkage between research and teaching -- that we need to do research to be good teachers, and we need to teach to be good researchers. There is no doubt about that, but also don't doubt that there is a tension in what we do. Every time I do more, in terms of classroom teaching, that time has to come from somewhere. It comes from research. Every time I get more ambitious in our research program, that might cause me to cut a corner or two in the classroom. I don't want that to happen. Is it the case that if I did more classroom teaching, I would be more effective as a teacher? The answer is yes. If I did more research, would I be more effective as a researcher? The answer is yes. In either of those cases though would I be a better professor? I don't think so.

I think that at a major research institution like Ohio State, we have to intertwine these activities, we have to force the faculty to try and do everything. We really do.

It is hard to turn down committees. You don't want to see the University run in a poor fashion, and some of us get called on to try and make it a better place.

I look at just my activities for today. I will be going from this meeting to meeting with a graduate student from the University of Wisconsin who is just finishing up his dissertation and wants to come to Ohio State as a post-doctoral fellow. Again, that is the sort of thing, I think, Susan was making the point about post-docs -- do we view that as a teaching function? Well, post-docs from my group are now teaching at institutions such as Illinois State University, and they are sending undergraduates from Illinois State to do graduate work at Ohio State. They end up giving a broader perspective to our undergraduate students through either teaching assistants or colleagues in the lab, and I think we really broaden the base of what we see at Ohio State. After that, I am going to be sitting on the final oral examination of one of our Ph.D. students from Ohio, who has completed a very nice dissertation. After that, I have some committee work to do, and after that, as I have put on my breakdown, I would really like to have a few minutes to think about science. The hardest thing, with all of the activities, is to find the free time that one was used to as a graduate student and a post-doc to just think about science. I think that it is something we are all trying to work with.

To point out one other thing -- I go back to this shock that people feel sometimes when they hear about our teaching load in chemistry; they describe it as shockingly low. The University of Chicago, where I was an undergrad, was also on the quarter system. Chemistry faculty there teach only two out of the three quarters a year -- one course per two quarters. So our classroom teaching load is 50 percent larger than that at the University of Chicago. I think this also tends to be somewhat market-driven. The standard teaching load in research-intensive departments, like

**PRESENTATION ON FACULTY WORKLOAD ASSESSMENT (contd)**

Dr. Bursten: (contd)

chemistry, is one course per term or less. I'm not sure if that is right, but that is what it takes here in order for us to be competitive on the research side, and I think that is what Ohio State wants.

Mr. Skestos:

In listening to all four of you, I have sort of narrowed it down and I want to see whether I'm right in my own mind. You are all saying, essentially, that you feel teaching -- that the amount of time you are spending should be somewhere around 50-55-60 percent. You are saying that teaching is not necessarily just the time in the classroom, but it could be working with your graduate students, preparing for them, etc. You are also saying that you can't be a good teacher unless you are also doing research -- coming up with new things so that you can present those to the students. So your research is as important to teaching, as your teaching is to your research. So they work hand-in-hand. You can't just go out and teach all of the time and be a good professor in the University. You need to balance the time for research and teaching so that you are a better teacher. Is that right?

Dr. Bursten:

That is very much the case. We sometimes view classroom teaching without realizing where do we want the students to end up, especially our undergraduate students. In the classroom teaching we are trying to dispense knowledge, but I would like to think that we do more than that. I would point out that -- again, I choose my undergraduate chemistry majors as people I like to use as examples -- one of my students, from a few years ago, is currently a Department of Defense Fellow in the Department of Chemistry at Cal-Tech pursuing his Ph.D. A student from Akron, Ohio, a few years ago, also did a Ph.D. at Cal-Tech and is currently working at Eastman-Kodak. Both of these students did research in my lab and came in thinking about doing something other than chemistry. Now I am as strong a proponent for chemistry as I am a proponent for Ohio State, so I love to see this. This is something I love dearly.

A student from one of my first year's here, came in thinking she was pre-med, got very interested in chemistry and is currently a faculty member at a small liberal arts college in Michigan. I absolutely adore seeing that. At the same time, I love getting what I got in the mail about a month ago, which was a postcard that showed the U.S. Olympic diving team. One of the members of that team, Karen LaFace, was a student of mine in Chemistry 122. She stayed in close touch and was coming from Barcelona to start medical school at the University of Pennsylvania. That to me is just as satisfying as getting a big grant from the National Science Foundation. But I don't want one without the other, and I don't think I would do either job as effectively without both of those.

President Gee:

George, I just want to add one modest caveat to what I think was a very good description you gave, and this goes to the differentiation among colleges and universities. If these were faculty members at Williams College or at Amherst or at Dennison University and they came in and said what they said to you, that would

**PRESENTATION ON FACULTY WORKLOAD ASSESSMENT (contd)**

President Gee: (contd)

be wrong because the responsibility in the small liberal arts college is to have that intensive teaching atmosphere.

Why, therefore, does the student not come to Ohio State? Well, first of all they want to be taught well, and I think, by every evidence that we have, we are teaching very well and getting better at it. We are putting a lot of emphasis on that in terms of recognition and substantive changes in that regard. The Office of Academic Affairs, Randy's committee, and several others are looking at that. But the reason they come is the fact that these four are examples of 4,000. The students have a unique experience -- in that small group of institutions -- to be involved with people who teach well, but people who are teaching well because they are also informing themselves in the frontiers of knowledge -- which is a unique experience. So, many of our students are being taught by people who are literally moving ideas from the laboratory right into the classroom. Bruce's books that he writes are the ones that are being used in the K-12 school, or in Williams, or at the other places. That differentiation is important.

One of the things that concerns me very much, is that we have too many institutions. I think when we look out there and we talk with our friends in the legislature and elsewhere, universities unfortunately are viewed as fungible commodities. We are all viewed like McDonald's hamburgers -- that everyone has the same pickles, lettuce, onions, and so forth. They shouldn't have -- and they don't have that in reality. When we try to make institutions look alike -- instead of that differentiation so the students have choice and an opportunity for a different kind of experience -- then we make a mistake. So it is very important for us to make certain that we, as one of this country's major teaching -- as we say in our mission -- and research universities -- that we are different from others. We are in that small group that has that different role and people understand that when they come. That is what makes us unique.

Dr. Nickel:

I would just add another thing. We have undergraduate students doing community assessments and setting up a data base with information about vital statistics from census information and from their own observations about health status and health services in each census track in Franklin County. Then they enter this on the computer. We are really developing a computerized data base which is unique -- there is not one out there. It allows us then to aggregate census tracks to look at certain neighborhoods.

We set this up as a project that involved more than one college of nursing here in the county. What happened was the others kind of faded away and we went ahead and did it. I think that the issue was skills and research skills. We had the research skills to go ahead and do it, and our students had the benefit of participating in that project. The students at some of the other colleges did not, because their faculty really didn't have that kind of expertise. So when I look at what the students are getting coming through our program, it may be that our tuition is less, but my sense is that our students are getting more than they might in some of the other places.

**PRESENTATION ON FACULTY WORKLOAD ASSESSMENT (contd)**

President Gee:

Mr. Chairman, it strikes me that this is such an interesting subject that we may want to have the opportunity to have more of these open discussions regarding these types of issues. I think our time is slipping away and unless there are further questions, we might want to move along.

Mr. Shumate:

I have one general question which we might get asked. Listening to the four of you, you represent the University excellently. You articulately set forth the balance between teaching and research and you also have public service. How representative, if this is a fair question, do you feel you are of the faculty in general of this University?

Professor Smith:

Does it mean that everybody on the faculty has the same kind of record in these three areas that all of us do? The answer is no. But my experience -- I have done a lot of work across the campus and on different kinds of committees. I know an awful lot of faculty outside my own college. One of the great experiences for me in coming to Ohio State and staying here has been the ability to interact with a set of people who really think -- outside of my own department, outside of my own college -- the same way I do about being a professor.

When you make the decision to become a faculty member you are really looking at combining teaching with research. You want to be a teacher. One of the frustrating things for me is when people say, "You are not doing enough teaching," and "undergraduates aren't being taught enough." I know that part of my responsibilities is teaching, and I know that I became a professor, in part, to be a teacher. And I know that most of the other people that I work with did the same thing. But at the university-level, you have to combine that with research. So, does everybody have the same record as we do -- no. But most people that I know -- I think a really increasing number at the University -- think the same way we do about these three kinds of activities. There may be some slight alterations in the research, teaching, and service components in any one quarter, and, then, changing again by quarter. I think if you went around the campus, you would find people who have records very much like ours. And if I didn't think that way, I would tell you that, too.

Dr. Bursten:

I agree with Randy. I have been fortunate enough to get teaching awards while at Ohio State. I think I am lucky enough to have a natural style in the classroom that just comes to me, and I won't deny that I work hard, because I do. But I see my colleagues -- again, I will go back to the comparison in Chicago, which was a department that was very good to me, but I had some really god-awful teaching. There were people in the classroom who despised it and especially despised being in front of undergraduates. There are, I believe, no faculty in the Department of Chemistry who do not teach undergraduates at some point during the year. It is not something that we look at as an odious task. In my case, I am teaching honors general chemistry this quarter; I am teaching general chemistry next quarter; and I am teaching an 800-level graduate course in the third quarter. It is a joy. I love the variety and I think most of us do. Certainly there are times when my colleagues



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and I get over burdened. And we can go around and gripe about, "Oh my goodness, I

**PRESENTATION ON FACULTY WORKLOAD ASSESSMENT (contd)**

have yet another lecture to give and I have to write a quiz, then an exam and all of that!" It sounds as if we are being unenthusiastic about teaching in the classroom.

I would just ask you to look at everything that you do and find yourself in the same situation. Are we representative -- I have the feeling we weren't quite randomly selected. But would it be hard to come up with another panel of four faculty, or another thirty panels of four faculty, or perhaps even another 100 panels of four faculty? I don't think so.

Mr. Celeste:

I just wanted to say thank you, Jack, for putting this together and seeing that it was in this form. I think the challenge for us now, as a Board and a University, is to have this same message shared with the larger public. Too often the dialogue may stop here. I think it is important, and we have learned a lot and I think we need to find ways to share it.

Mr. Kessler:

Joan or Nancy, do either of you want to add anything further?

Professor Rudd:

I would just like to thank you, very much, for listening to us. We really appreciate the opportunity.

Dr. Huber:

I'm just proud of everybody here. I think they gave the message very well and the message is that at comprehensive universities you have to do both research and teaching. I think among the four of them they expressed very well the complicatedness of that kind of balance and why it is important to do.

Mr. Kessler:

Thank you, Joan. Thank you, Nancy. Thank you all, very much. We are also proud of you and appreciate it.

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**ESTABLISHMENT OF NAMED CHAIR**

Resolution No. 93-34

Synopsis: The Academic Affairs Committee recommended the approval of the establishment of a named chair.

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### **ESTABLISHMENT OF NAMED CHAIR (contd)**

WHEREAS in accordance with the guidelines previously established by the Board, the J. T. "Stubby" Parker Chair in Dairy Foods Fund was established February 2, 1990, through funds received by the University from Thomas L. Parker in memory of his father, J. T. "Stubby" Parker; and

WHEREAS the funding has now reached the level required:

NOW THEREFORE

BE IT RESOLVED, That the annual income from The J. T. "Stubby" Parker Chair in Dairy Foods shall be used to support the work of a distinguished professor whose research, teaching, and public service focus on stimulating new research into the chemical, microbial and/or engineering phases of the dairy foods industry. Appointment to the chair shall be recommended by the Vice President for Agricultural Administration and approved of The Ohio State University Board of Trustees.

Upon motion of Mr. Kessler, seconded by Ms. Casto, the Board of Trustees adopted the foregoing resolution by unanimous voice vote.

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### **PERSONNEL ACTIONS**

Resolution No. 93-35

RESOLVED, That the personnel actions as recorded in the Personnel Budget Records of the University since the September 2, 1992 meeting of the Board, including the following Appointment, Change in Title, Appointment of Chairpersons and Director, Leaves of Absence Without Salary, Professional Improvement Leave--Cancellation, Professional Improvement Leave--Change in Date, and Recision of Notice of Appointment, as detailed in the University Budget be approved.

#### Appointments

Name:	THOMAS L. PAYNE
Titles:	Director/Associate Dean/Professor
Center/College/	Ohio Agricultural Research and Development Center/Agriculture/
Department:	Entomology
Effective:	January 1, 1993
Salary:	\$119,748.00
Present Position:	Professor and Head, Entomology, Virginia Polytechnic Institute and State University
Name:	JILL K. MORELLI
Title:	Assistant Vice President and University Architect
Office:	University Architect's
Effective:	October 1, 1992
Salary:	\$72,300.00
Present Position:	Senior Architectural and Project Administrator Dade County (Florida)
Public	Schools, Miami, Florida

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### **PERSONNEL ACTIONS (contd)**

#### Appointments (contd)

Name: I. PHILIP YOUNG  
Title: Professor (The William Ray and Marie Adamson Flesher Professorship in Educational Administration)  
Department: Educational Policy and Leadership  
Effective: July 1, 1992  
Salary: \$51,612.00  
Present Position: Professor, Department of Educational Policy and Leadership

Name: JOHN A. MIDDLETON  
Title: Associate Professor  
College/Department: Education/Educational Policy and Leadership  
Effective: November 1, 1992  
Salary: \$82,500.00  
Former Position: Superintendent, Columbus Public Schools, Columbus, Ohio

#### Change in Title

Name: GERALD M. REAGAN  
Titles: Secretary of the University Senate/Professor  
Office/Department: Academic Affairs/Educational Policy and Leadership  
Effective: October 1, 1992  
Salary: \$97,935.75  
Present Position: Professor, Department of Educational Policy and Leadership

#### Appointment of Chairpersons and Director

October 1, 1992 through June 30, 1993

History of Art	Mark D. Fullerton*
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October 1, 1992 through June 30, 1996

Pathology	Kathryn P. Clausen
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October 1, 1992 through September 30, 1996

Classics	Stephen V. Tracy
Center for Epigraphical Studies	Frank T. Coulson

\*Acting

#### Leaves of Absence Without Salary

LINDA ZWINGER, Associate Professor, Department of English and Center for Women's Studies, effective Autumn Quarter 1992, Winter Quarter and Spring Quarter 1993, to teach at the University of Arizona.

FRANCIS A. LONGSTAFF, Associate Professor, Department of Finance, effective Autumn Quarter 1992, Winter Quarter and Spring Quarter 1993, to serve as visiting professor at UCLA.

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### **PERSONNEL ACTIONS (contd)**

#### Leaves of Absence Without Salary (contd)

HOWARD B. FLEETER, Assistant Professor, School of Public Policy and Management, effective Autumn Quarter 1992, Winter Quarter and Spring Quarter 1993, to provide research support for the Governor's Education Management Council.

JACQUELINE M. HARA, Assistant Professor, Department of Spanish and Portuguese (Newark Campus), effective Autumn Quarter 1992, Winter Quarter and Spring Quarter 1993, to complete her book on Goya.

JENNIFER TERRY, Assistant Professor, Division of Comparative Studies, effective Autumn Quarter 1992, to accept a Humanities Institute Fellowship at SUNY Stony Brook.

#### Professional Improvement Leave--Cancellation

W. C. BENTON, Professor, Department of Management Sciences, effective Autumn Quarter 1992, Winter Quarter and Spring Quarter 1993.

#### Professional Improvement Leave--Change in Dates

NEIL E. SMECK, Professor, Department of Agronomy, change dates from October 1, 1992, through September 30, 1993, to November 1, 1992, through September 30, 1993.

#### Rescision of Notice of Appointment

The Notice of Appointment dated July 10, 1992, covering the Academic Year 1992-93 which was issued in error to Assistant Professor Amarendra Sinha is hereby rescinded.

Upon motion of Mr. Kessler, seconded by Amb. Wolf, the Board of Trustees adopted the foregoing resolution by unanimous roll call vote.

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### **RESOLUTIONS IN MEMORIAM**

Resolution No. 93-36

Synopsis: The Academic Affairs Committee recommended the approval of two Resolutions in Memoriam.

RESOLVED, That the Board adopt the following Resolutions in Memoriam and that the President be requested to convey a copy to the families of the deceased.

Agnes B. Flanagan

The Board of Trustees of The Ohio State University expresses its sorrow upon the death, June 3, 1992, of Agnes B. Flanagan, Instructor Emeritus in the University Libraries.

Agnes Flanagan was born January 1, 1900, in Hartford, Connecticut. She received her Bachelor of Arts degree from Colorado College and the Bachelor of Science in Library Science from Simmons College, Boston, in 1927.

**RESOLUTIONS IN MEMORIAM (contd)**

**Agnes B. Flanagan (contd)**

Before joining The Ohio State University Libraries staff on December 1, 1931, she was a Cataloger at the University of Iowa from 1927 to 1931. In addition to her work here in the Catalog Department, she did original cataloging for the Grove City Public Library, taught cataloging, classification and reference work at Gonzaga University, and was a consultant and advisor at St. Euphrasia School, Columbus, Ohio. Ms. Flanagan served on numerous Library Committees, and in general was an active and highly valued contributor to the life of the Libraries. Professionally, Ms. Flanagan was a member of the American Library Association; Catholic Library Association; Iowa Library Association; Iowa City Library Club where she served as Secretary-Treasurer; Ohio Valley Group of Technical Services Librarians, where she served as Secretary-Treasurer; Ohio Library Association, where she also served as Secretary; and the Franklin County Library Association.

One of Ms. Flanagan's strongest and valuable attributes was her extensive knowledge of the Library of Congress Classification system. She assisted many beginning catalogers in understanding this complex system.

Ms. Flanagan was a member of the Third Order of the Carmelites.

On behalf of the University, the Board of Trustees expresses its deep sympathy and sense of understanding in this loss. It was directed that this resolution be inscribed upon the minutes of the Board of Trustees.

**Eugene Willard Green**

The Board of Trustees of The Ohio State University expresses its sorrow upon the death on August 16, 1992, of Eugene W. Green, Professor Emeritus in the Department of Psychiatry.

Eugene Willard Green was born on June 29, 1907, in Patterson, New Jersey. He received his Bachelor of Arts degree from Columbia University in 1928. In 1931 he graduated from Cornell Medical School with the Doctor of Medicine degree and the Gustav Seligman award for academic excellence. In 1933 he received a special citation from the National Board of Medical Examiners for obtaining an exceptionally high score on the National Board Examination. His postgraduate specialty training included two years of internal medicine at St. Luke's Hospital, New York; two years as chief resident in neurology at Bellevue Hospital in New York; and three years of psychiatry with the United States Public Health Service. His clinical competence in both Neurology and Psychiatry was certified by the American Board of Psychiatry and Neurology.

During his neurology training, Dr. Green was an instructor in Neurology at Bellevue Hospital and New York Medical College. He was then employed as a psychiatrist by the United States Public Health Service until 1961, except for a period in the medical corps of the United States Navy from March 1943 through June 1946. From 1949 through 1955, he was Clinical Director and Chief of Psychiatry at the USPHS Hospital in Fort Worth, Texas. Simultaneously, he was an associate professor of psychology and lecturer at Texas Christian University. From 1955 through 1961, he was Chief of Psychiatry and Director of Psychiatry Residency Training at the USPHS Hospital in New York.

Dr. Green arrived at The Ohio State University in 1961, receiving joint appointments as Associate Professor of Psychiatry and Clinical Associate Professor of Neurology. He acted as Director of the Residency training program in psychiatry from 1961 through 1966. In 1965 he was appointed Chief of Inpatient Psychiatry, and he continued in this position until his retirement. He was promoted to

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## **RESOLUTIONS IN MEMORIAM (contd)**

Eugene Willard Green (contd)

the rank of Professor of Psychiatry in 1968. He was designated Professor Emeritus of Psychiatry upon his retirement from the regular faculty in 1977. For several years following his retirement he remained a familiar figure in the University Hospitals environment as he continued clinical work with psychiatric outpatients and with evaluations for the Social Security Administration. He also worked as a consulting psychiatrist for the Columbus Area Community Mental Health Center from 1977 through 1981.

Dr. Green was loved and respected by his patients, students, employees, and colleagues. In appearance and manner he reminded one of the stereotypic old-fashioned doctor who inspired his patients with trust by his warmth and attentiveness, and hope by his warmth and empathy. He was a characteristically soft-spoken, courteous, humble, and gentle man. His students and colleagues knew him as an academic psychiatrist whose teaching and practice of psychiatry were well-informed and thoroughly modern.

On behalf of the University, the Board of Trustees expresses condolence to Dr. Green's family. It was directed that this resolution be inscribed upon the minutes of the Board of Trustees and that a copy be tendered to the family as an expression of the Board's heartfelt sympathy.

Upon motion of Mr. Kessler, seconded by Mr. Colley, the Board of Trustees adopted the foregoing resolution by unanimous voice vote.

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## **FISCAL AFFAIRS COMMITTEE MEETING**

### **BUDGET UPDATE**

Mr. Shumate:

We will begin our Committee meeting this morning with a report from Vice President Shkurti on an update on the budget.

Mr. Shkurti:

Thank you, Mr. Chairman. If the Board members would turn to the briefing sheet entitled, "Process for Offsetting an Additional \$7.5 million Reduction in State Support," that is where I will begin.

When the Board approved the budget resolution in July, you approved immediate reductions of \$23 million that have since been implemented. We also agreed to look for up to an additional \$10 million by the middle of the fiscal year. After the budget was passed, you may recall the State raised its tuition cap from 7 1/2 percent to 9 percent, and you authorized the President to raise tuition accordingly if the caps were raised. That was done, and it provided the University with an additional \$2.5 million above what was planned on in income at the time the budget was passed. So what was a potential problem of \$10 million is now a potential problem of \$7.5 million, because of the additional \$2.5 million in tuition income. But \$7.5 million is still a great deal of money. The purpose of this sheet is to show you the principles of the process for a plan on how that money will be made up between now and the middle of the year.

**BUDGET UPDATE (contd)**

Mr. Shkurti: (contd)

So let me now talk first about the principles. Seven and a half million dollars is equivalent to additional reductions on the average of 2 percent to all of our academic units and academic support units. That may not sound like a lot of money, but, again, it is on top of the reductions that all of our units have already suffered in one way or another. We feel to do the reductions in this way -- which we might call the "business as usual way" -- would cause further harm to the University and to our academic core. Our thought is to find a way to come up with the \$7.5 million without taking it from the academic core. Now that means other functions -- although they may not be defined as part of the academic core -- are still very important or beneficial to the University. But when we are forced with tough choices, tough decisions imply some very difficult decisions need to be made. Whatever we do, it needs to be developed consistent with the University governance process. We always need to keep in mind, especially in this environment, that our budget is very fluid. We don't know what the 14th day in enrollment count is, which will in turn determine our subsidy and tuition numbers. We don't know what the state will do; there is always the possibility of additional cuts in this kind of economy. So at this point we are working on an estimate. The amount we may finally need may fluctuate up or down depending on fall enrollments and what happens with state subsidy.

The process is laid out for you in the next section --

Mr. Shumate:

Before going on, why don't we see if there are any questions from the Board on the principles that are laid out in our briefing booklet. Are there any questions or comments?

Amb. Wolf:

Bill, just to bring into focus for myself -- the reduction imposed upon us for the 1992-93 academic year was \$23 million?

Mr. Shkurti:

The entire reduction is \$33 million; we have already come up with \$23 million. That left \$10 million at the time the Board resolution was passed. We have picked up another \$2.5 million from tuition, so we have another \$7.5 million we have to --

Amb. Wolf:

The total was \$33 million for academic and non-academic --

Mr. Shkurti:

That is correct.



**BUDGET UPDATE (contd)**

Mr. Shumate:

Any other questions? Again, I think the important point to focus on is that these reductions will not touch the academic core, which is our central goal and main operating principle.

Mr. Shkurti:

That is correct. Thank you, Mr. Chairman. I would also point out that was our operating principle in the first round of cuts. And, obviously, the deeper we cut into our income and expenditures, the more difficult it is to find things that aren't part of the academic core. But I think we all agree that we are going to have to make an extra effort over the next remaining months.

The next section of this briefing sheet lays out the process. We are using the month of September -- and I would include with this the first couple days of October -- to lay out these principles and processes not only to you, but to the other parts of the University's governance structure. In most cases these meetings have already been held. Then through the months of October and November, if you are comfortable with this process and principles, the various administrative vice presidents of the University, with assorted work teams, will work on these target areas to find ways to achieve the savings. Then in December we will report back to you. We will also do a revenue and expenditure update for you so it will be ready before the February Board meeting. Then we will share a formal proposal with you in advance of the February 5 Board meeting, and if any kind of vote is necessary, it will be done at that meeting. I think that complies with the intent of the Board resolution, which is to have these cuts worked out and available to you by mid-year.

Now, if you turn to the second page -- we list some target areas that we are thinking about looking at. If we don't want to cut further into the academic core -- and that is the major part of what we spend money on -- there isn't a whole lot left. But the part that is left bears close scrutiny. There are three general areas we picked for starting points. The first is benefits administration and I need to stress administration. This would be savings from improved administration of our existing insurance programs, not reductions in the benefits offered, which are set through, in some cases, collective bargaining and in many cases through Board policy. It is not our intent to cut back the benefits that have been provided by the University, but to see if by changing the way we administer these programs, we can come up with savings.

In the case of the University's health insurance plan we are looking at expenditures of \$20 million a year alone in that plan. Higher health insurance costs are a problem everywhere in the country. We feel however, that we have an opportunity -- given that most of the providers of health care to University faculty/employees are themselves part of the University -- meaning University Hospitals and our physicians -- to perhaps find some additional savings.

The second area is revenue increases and other ways we can take assets we already have and improve the yield from them. This might include land the University owns, but there are other assets as well. I will talk about those in a minute.

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**BUDGET UPDATE (contd)**

Mr. Shkurti: (contd)

The third would be targeted spending reductions, meaning very selective reductions that could include selective reductions, consolidation or elimination of academic or academic support units or administrative structures, again, consistent with the University governance process. It is very easy to list target areas on a piece of paper. The hard part and the challenge that we face will be working through and having something that makes sense and that provides tangible and measurable savings in the time period provided. So as the year moves on, we will continue to update you as to the progress we hope to make. But these will be the three areas we will be looking at initially.

The other thing I would like to mention, Mr. Chairman, is that we have assets other than land that are very important and one of those is our athletic program. At most universities the athletic program is a drain on the general fund. At this University the athletic program makes money for the general fund. Jim Jones is always quick to point out to me whenever he sees me that, in fact, Athletics already provides \$2.3 million in revenue to the general fund on a continuing basis. This is one of the areas we have been looking at. Athletics runs on the different seasons that our teams participate and we have a basketball season coming up. As a result of the timing issues, Mr. Chairman, if it is agreeable to you, I would like to move to the issue of a surcharge on athletic tickets if that is acceptable.

Mr. Shumate:

That is acceptable with me. Before doing that, are there any questions on either the process that is laid out or the targeted areas? O.K.

Mr. Shkurti:

Thank you, Mr. Chairman. If the members of the Board will look at a document called, "Surcharge on Basketball Tickets," it is a one-page resolution and I will begin with that. Dr. Spillman will also assist me in sharing with you what our thinking was on this particular issue.

The first whereas clause simply relays the fact that the University has absorbed nearly \$80 million in cuts since January 1991. It points out that we have already taken \$23 million in reductions in July 1992; that the Board resolution provided for up to an additional \$10 million, which I explained is now \$7.5 million as a result of the increased tuition; and that further reductions to academic departments and student services would cause additional hardships to our students, faculty, and staff. I don't mean to imply that any kind of surcharge on basketball tickets or any other kind of athletic program would not be a hardship. Somebody is going to be paying more money out of their pocket than they otherwise would, and in many cases it is our own faculty and staff. But when we look at the alternatives, we feel this makes a lot of sense. So one of the revenue options we considered was an academic surcharge on tickets for athletic events -- in this case, particularly, for basketball, because the tickets do need to go out shortly.

**BUDGET UPDATE (contd)**

Mr. Shkurti: (contd)

The Vice President for Student Affairs and the Department of Athletics have been cooperative in helping us do some projections. We feel that if we do the kind of surcharge that is mentioned here on basketball tickets, it will bring an additional \$450,000 into the University this year. At this time, I would like to turn the microphone over to Dr. Spillman, who will explain the details of what we are proposing and what process we went through.

Dr. Spillman:

Thank you, Bill. After discussions with the President's Executive Committee and members of the Athletic Council, we are recommending a \$2.50 surcharge on basketball tickets for the 1992-93 season. What this means is that for the 1992-93 basketball season the cost of a ticket sold to the public will be \$15.50; \$13.00 of that \$15.50 will be for the ticket and \$2.50 will be for an academic surcharge. The cost of a faculty/staff ticket will be \$13.00; \$10.50 for the ticket and a \$2.50 academic surcharge. We are recommending that there be no surcharge applied to the price of a student ticket. The student ticket price would remain at \$5.00 per ticket.

The income from this academic surcharge on public, faculty, and staff tickets will be used to protect high-priority academic programs, such as high-demand courses and student financial aid. At this time, the surcharge applies only to basketball tickets and only to the upcoming 1992-93 season. The surcharge will be reevaluated and depending upon the University's future financial situation, it will be determined whether a surcharge should be applied to other sports such as football, or extended into later athletic seasons beyond 1992-93. That is our recommendation.

Mr. Shumate:

Are there any questions? Just to be clear, this is an academic surcharge?

Dr. Spillman:

Yes, an academic surcharge.

Mr. Shumate:

And it will not apply to students?

Dr. Spillman:

That is correct.

Mr. Shkurti:

Mr. Chairman, I think it is important that I point out what this language means. This will enable us to protect high-demand courses and student financial aid from any adverse impact of additional budget cuts as we try to come up with this additional \$7.5 million. So we still have other work to do, but this is an important starting

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**BUDGET UPDATE (contd)**

Mr. Shkurti: (contd)

point. We have particularly directed those two areas that I mentioned as part of what we want to protect.

President Gee:

One other point -- our basketball ticket prices do not require revenue sharing with the Big Ten as do our football tickets. Therefore, all of the dollars generated from the academic surcharge will go directly into the academic programs. There will be no sharing of those dollars with any of our other institutions in the Big Ten.

Mr. Shumate:

Any other questions? Dr. Spillman, you indicated that you talked to the Athletic Council and to the Athletic Director, have you also spoken with the coach?

Dr. Spillman:

No, I have not.

President Gee:

The coach has been spoken to.

**SURCHARGE ON BASKETBALL TICKETS**

Resolution No. 93-37

WHEREAS The Ohio State University has absorbed nearly \$80 million in cuts in its state aid since January 1991; and

WHEREAS \$23 million in General Fund Budget reductions were applied to academic departments and other General Funds supported units in July 1992 to partially offset these reductions in state support; and

WHEREAS the July 1992 budget resolution provides for additional General Fund expense reductions or income increases of up to \$10 million before February 1993; and

WHEREAS further budget reductions to academic departments and student services would cause additional hardship to students, faculty and staff; and

WHEREAS among the revenue options which have been considered is an academic surcharge on tickets for athletic events; and

WHEREAS the President's Executive Committee, along with the Athletic Council, has been consulted regarding this proposal:

NOW THEREFORE

**SURCHARGE ON BASKETBALL TICKETS (contd)**

BE IT RESOLVED, That consistent with financial needs of the University it is recommended that a \$2.50 academic surcharge be added to the cost of each ticket for 1992-93 basketball season. Specifically, for the 1992-93 basketball season, the cost of a ticket sold to the public will be \$15.50 (\$13.00 ticket price, plus \$2.50 academic surcharge); the cost of a faculty and staff ticket will be \$13.00 (\$10.50 ticket price, plus \$2.50 academic surcharge). No surcharge will be applied to the price of a student ticket. The student ticket price will remain at \$5.00 per ticket.

BE IT FURTHER RESOLVED, That the income from the academic surcharge shall be designated for use by the University to protect high-priority academic programs, such as high-demand courses and student financial aid, from further budget reductions.

BE IT FURTHER RESOLVED, That the surcharge applies only to basketball tickets and only to the upcoming 1992-93 season and that the surcharge will be reevaluated dependent on the University's future financial situation to determine if it should be applied to other sports or beyond 1992-93.

Upon motion of Mr. Kessler, seconded by Mr. Celeste, the Board of Trustees adopted the foregoing resolution by unanimous roll call vote.

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**FISCAL AFFAIRS COMMITTEE MEETING (contd)**

Mr. Shkurti:

Mr. Chairman, I have one other item. Even though as we are working our way through the last budget, the process on the next one has already begun. In your Board books is a briefing entitled, "Biennial Budget Request for FY 1994-95." I will give you a quick sense of what is involved. This is for the two-year period beginning July 1, 1993, and during this cycle we always -- in response to a directive from the Board of Regents -- make our requests for state funding of line items. This is not capital or student subsidy, but elements such as the Cooperative Extension Service, Research Challenge, and so forth.

The time line this year was very short, because the budget problems from last year were not wrapped up until late in July. We received notification after the last Board meeting and had to send a proposal in by the end of August. That was done and the requests were sent to all of the deans and vice presidents, evaluated by the University, and forwarded to the state. That has been shared with the Board in a separating mailing.

The priorities that the University set were access, retention, and quality -- such as the Young Scholars Program, Research, Agriculture, and various parts of our health and teaching function. In addition, there were three new program requests in research. If you will turn to the second page, it describes what happens next. In fact, the Regents have already made their recommendations to the Office of Budget and Management these are attached as part of this memo. The Office of Budget and Management will then make its recommendations to the Governor sometime this fall. The Governor will make his recommendations to the General Assembly after the first of the year, and then the General Assembly, hopefully by July 1, will have a new budget in place.

**FISCAL AFFAIRS COMMITTEE MEETING (contd)**

Mr. Shkurti: (contd)

The third sheet simply summarizes what the Regent's have recommended compared to what the University requested. The University never gets everything it requests from the Regents, and the Regents never gets everything they request from the Budget Office or from the Governor. You can see that some programs were supported. We were disappointed that none of the new research programs were recommended for funding by the Regents, but they did recommend additional funding for a number of our line items. In addition, the Regents have recommended funding for a state-wide program very similar to our Young Scholars program. We hope that will get funded because that would assist the University greatly in meeting those needs.

Mr. Chairman, that concludes my review of that request. If you or the other members of the Board have any questions, I would be glad to respond.

Mr. Shumate:

Are there any questions? We will certainly be discussing the budget requests for 1994-95 throughout our Fiscal Affairs Committee process and having some dialogue with the Trustees and your finance office. Thank you, Mr. Shkurti.

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Ms. Pichette:

Mr. Chairman, the first item I would like to present is a resolution to allow University Hospitals to move forward with plans to upgrade and consolidate their emergency power system. We seek your authorization to hire an architect for the project and request construction bids.

Mr. Shumate:

You might want to share with the Trustees, at this point, some of our discussions about what we are trying to do in terms of providing more background and context on these kinds of requests.

Ms. Pichette:

I would like to introduce Jill Morelli, the new University Architect, who you just appointed earlier today. She is going to assist in bringing you, through my office, one-page summary fact sheets. This will give you a better idea of where these started, how they came along, and why we are requesting funding. We are also going to be bringing possible policy procedures to you regarding what items come to the Board and at what time. So we are going to be working on this.



**EMPLOYMENT OF ARCHITECTS/ENGINEERS AND  
REQUEST FOR CONSTRUCTION BIDS**

Resolution No. 93-38

**UNIVERSITY HOSPITALS - EMERGENCY POWER SYSTEM**

Synopsis: Authorization to employ architects/engineers and request construction bids for the listed project is proposed.

WHEREAS the University Hospitals desires to update a 1989 emergency power study and initiate action to upgrade and consolidate the Hospitals' emergency power system; and

WHEREAS the total estimated project cost is \$2,800,000.00, and the total estimated construction cost is \$2,240,000.00; with funding provided by University bond proceeds:

NOW THEREFORE

BE IT RESOLVED, That the President and/or Vice President for Business and Administration be authorized to select qualified architectural/engineering firms as necessary for this project and that the fees for these services be negotiated between the firms selected and The Ohio State University; and

BE IT FURTHER RESOLVED, That the President and/or Vice President for Business and Administration be authorized to request construction bids on this project in accordance with established University procedures, and if satisfactory bids are received, to award contracts, with all actions to be reported to this Board at the appropriate time.

Upon motion of Mr. Shumate, seconded by Mr. Kessler, the Board of Trustees adopted the foregoing resolution by unanimous roll call vote.

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**REQUEST FOR CONSTRUCTION BIDS**

Resolution No. 93-39

**WILCE STUDENT HEALTH CENTER - CHILLER/COOLING TOWER REPLACEMENT**

Synopsis: Authorization to request construction bids for the listed project is proposed.

WHEREAS in the Wilce Student Health Center the University desires to replace the existing 210 ton absorption chiller and the forced draft cooling tower with a more energy efficient electric water chiller and efficient induced draft cooling tower; and

WHEREAS this project will be designed by the Department of Physical Facilities in consultation with the University Architect's Office; and

WHEREAS the total estimated project cost is \$270,000.00, and the total estimated construction cost is \$240,000.00; with funding provided by Senate Bill 351:

NOW THEREFORE

October 2, 1992 meeting, Board of Trustees

**REQUEST FOR CONSTRUCTION BIDS (contd)**

**WILCE STUDENT HEALTH CENTER - CHILLER/COOLING TOWER REPLACEMENT (contd)**

BE IT RESOLVED, That the President and/or Vice President for Business and Administration be authorized to request construction bids on this project in accordance with established University procedures, and if satisfactory bids are received, to award contracts, with all actions to be reported to this Board at the appropriate time.

Upon motion of Mr. Shumate, seconded by Mr. Kessler, the Board of Trustees adopted the foregoing resolution by unanimous roll call vote.

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**REPORT OF AWARD OF CONTRACTS AND  
ESTABLISHMENT OF CONTINGENCY FUNDS**

Resolution No. 93-40

**HASKETT HALL - VENTILATION AND MECHANICAL SYSTEMS**

Synopsis: Acceptance of the report of award of contracts and the establishment of contingency funds for the listed project is recommended.

WHEREAS a resolution adopted by the Board of Trustees on October 5, 1990 authorized the President and/or Vice President for Business and Administration to request construction bids in accordance with established State of Ohio and University procedures, and if satisfactory bids were received to award contracts for the Haskett Hall - Ventilation and Mechanical Systems project:

NOW THEREFORE

BE IT RESOLVED, That pursuant to the actions previously authorized by this Board, the report of award of contracts and establishment of contingency funds for this project is hereby accepted.

Upon motion of Mr. Shumate, seconded by Mr. Kessler, the Board of Trustees adopted the foregoing resolution by unanimous roll call vote.

(See Appendix IX for background, page 259.)

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Mr. Shumate:

Are there any questions?

Mr. Celeste:

I have a question left over from our last meeting. We talked about the change we were making in the EMS situation. Since we have made that transition, Janet, you were going to try to keep us up to date on what the impact of that change is. Do you have some information?

October 2, 1992 meeting, Board of Trustees

Ms. Pichette:

The change took place with the City of Columbus coming on campus September 15. Joanne Markiewicz reported at the Student Affairs Committee meeting that so far it seems to be transparent to our students because they are still just calling the dispatcher. I would also like to let you know that I met with the Undergraduate Student Government on Wednesday night to try to make sure the information is getting out correctly. I have also written a letter to the Lantern which, hopefully, will be published very soon.

We have had a total of 32 calls in a 15-day period. There is not a lot of data, but so far we have recorded 28 transports. On the times -- which was one of the concerns -- the three longest response times were: 21 minutes, 19 minutes, and 15 minutes. The three shortest were 2 at 2 minutes and 3 at 3 minutes. The average response time by the Columbus Fire Department with their EMS unit is just under 8 minutes. They actually transported 12 people; the University Police transported 9; and a friend or coworker transported the other 7. The University Police many times were on the scene prior to Columbus responding, but most all of the response times were under 10 minutes.

Mr. Shumate:

Any other questions? Mr. Chairman, that completes our meeting.

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#### **REPORT - UNIVERSITY'S ENDOWMENT FUND**

Resolution No. 93-41

RESOLVED, That the report on the University's Endowment Fund, dated September 18, 1992, as submitted to the Investments Committee of the Board of Trustees, be received and filed with the official records of the Board.

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#### **FINANCIAL REPORT - UNIVERSITY'S FOUNDATION**

Resolution No. 93-42

RESOLVED, That the financial report on the University's Foundation, dated June 30, 1992, and June 30, 1991, as submitted to the Investments Committee of the Board of Trustees, be received and filed with the official records of the Board.

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Thereupon the Board adjourned to meet Friday, November 6, 1992, at The Ohio State University Fawcett Center for Tomorrow, Columbus, Ohio.

Attest:

Madison H. Scott  
Secretary

John J. Barone  
Chairman